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Collaborating to Write Scholarly Communications: Find Inspiration from one Librarian's Journey

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The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Collaborating to Write Scholarly Communications: Find Inspiration from one Librarian's Journey

Jennifer Little Kegler

Library Instruction Coordinator/Reference Librarian

Drake Memorial Library

Empire Collaborations SUNYLA

June 11, 2014

From start to finish

1. Finding topics or ideas
2. Article Types
3. Research
4. Authorship
5. Choosing publication venues
6. Write... or how not to get stuck
7. Submit... JUST DO IT!
8. Revise and re-submit



The College at
BROCKPORT
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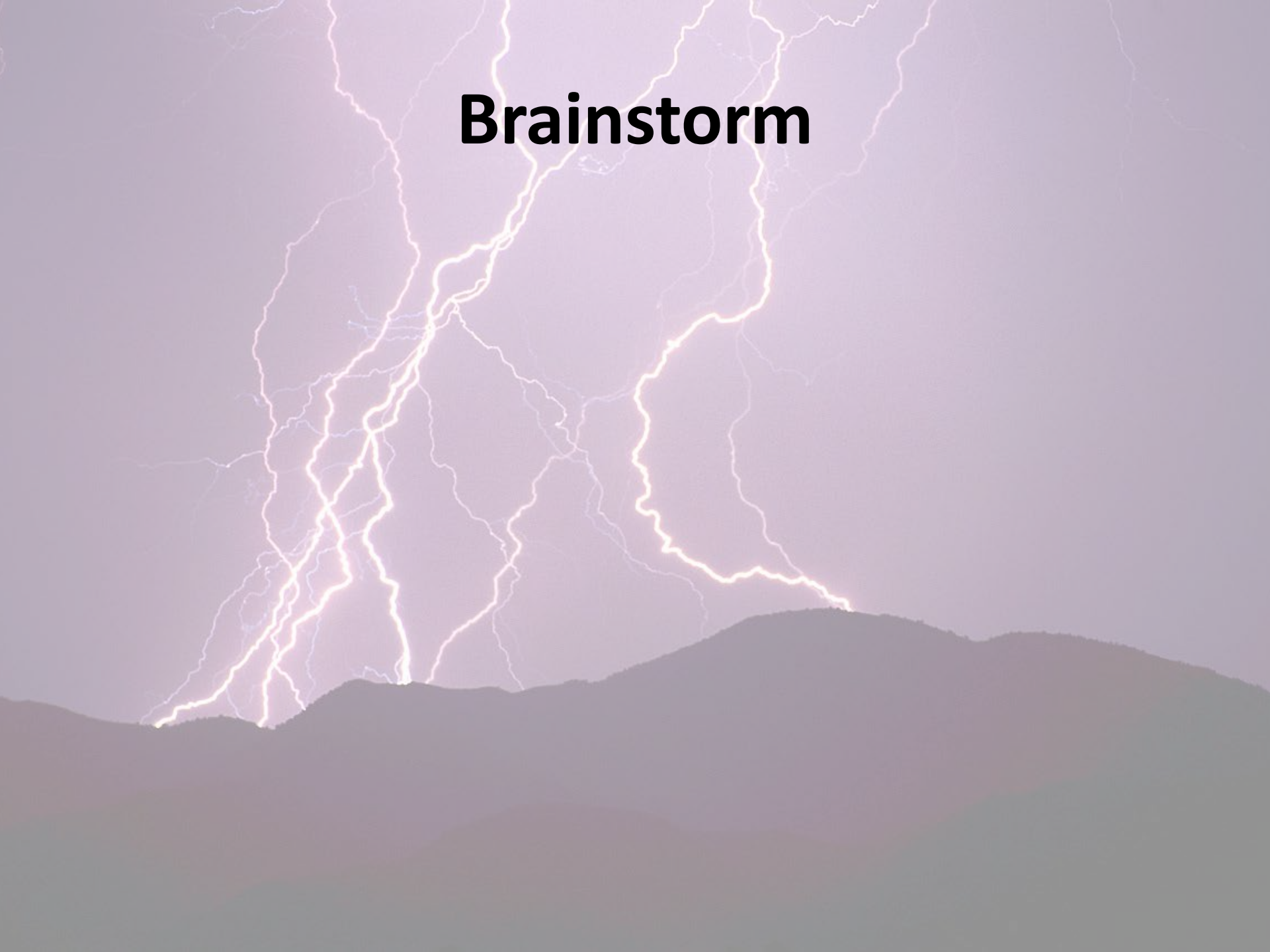
Topics and Ideas

Two sharpened pencils, one red and one orange, are positioned diagonally across the page. The red pencil is in the foreground, and the orange pencil is slightly behind it. Both pencils are sharpened at the top and have erasers. The background is a light, textured surface.

“If there's a book (or article) that you want to read, but it hasn't been written yet, then you must write it.”

— Toni Morrison

Brainstorm



Job responsibilities

- Campus-wide Information Literacy project
- Faculty interactions when teaching classes or serving on committees
- LibGuides author
- Informal mentoring opportunities
- Other passions and interests
(e.g. e-reading and comprehension)



Campus Connections

- Look for opportunities to interact with faculty.
- Participate in Faculty learning communities:
 - “Using Research as a Teaching Tool” (2008-2009)
 - “Technology and Comprehension” (2010-11, funded, continued for two years voluntarily)
- Network across campus with student or faculty groups, Senate, clubs, etc.



Coursework (Formal/Informal)



- Educational technology classes through University at Albany
- Online webinars
- Conferences
- Instructional design continuing education

Grants and Grant writing



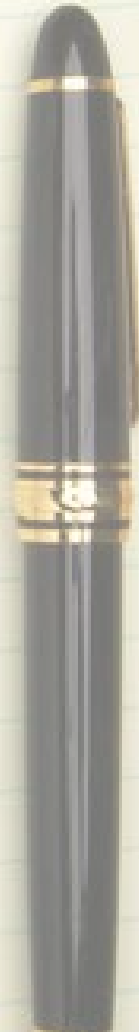
- Information Literacy Grant: Offered small stipends for faculty to attend workshops.
- Technology Initiative Grants: Bought Kindles and iPads for library use.
- ACRL Assessment in Action Grant

Types of Articles

- Case Studies
- Bibliographies
- Perspectives Pieces
- Research Articles:
 - Quantitative
 - Qualitative
 - Response
 - Review
 - Theoretical



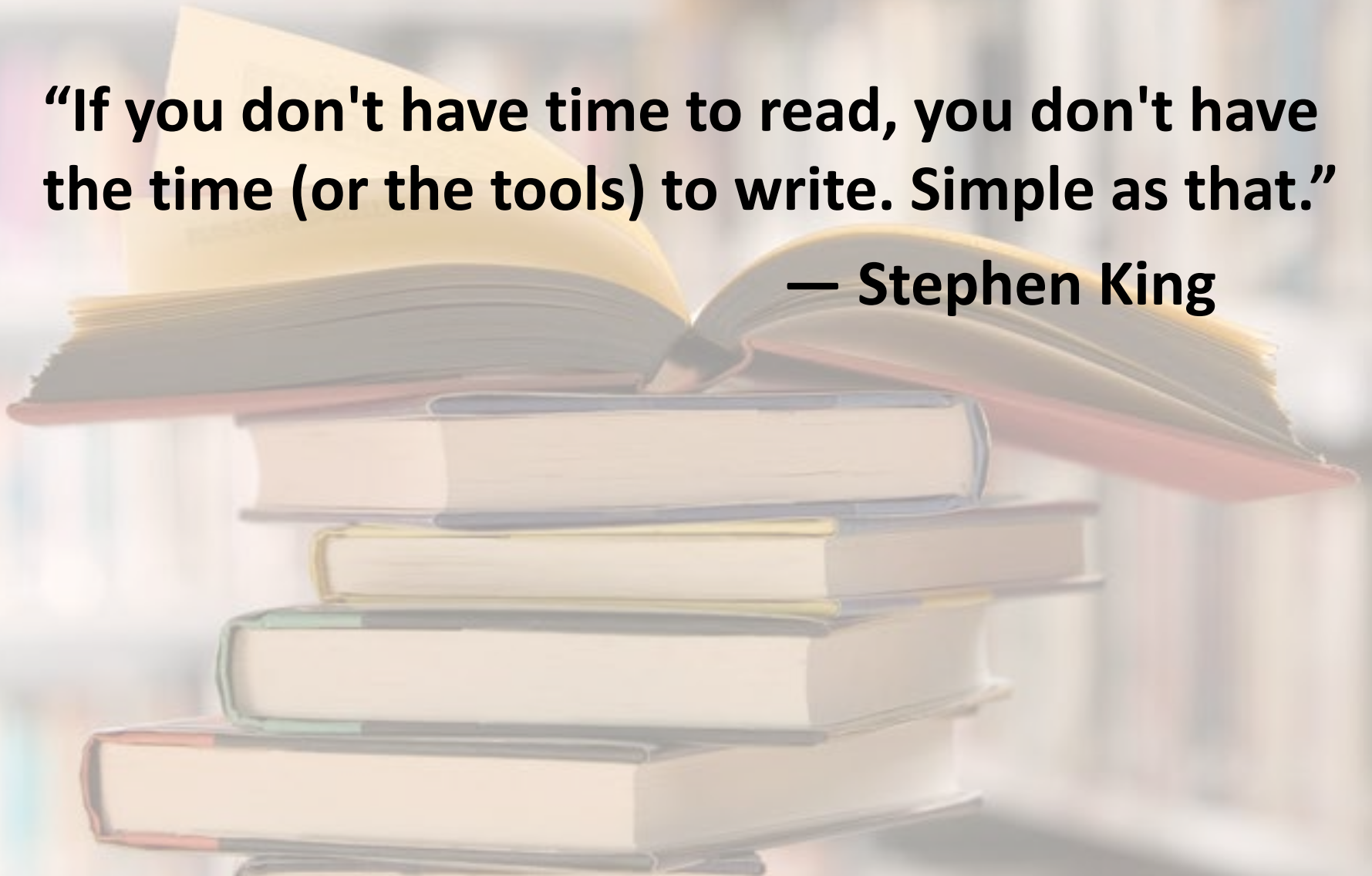
Free write



Research

“If you don't have time to read, you don't have the time (or the tools) to write. Simple as that.”


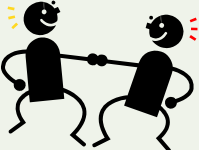
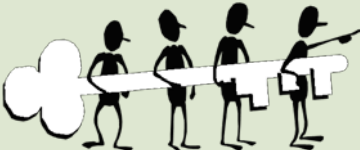
— Stephen King



Keep Up to Date

- Set up alerts for authors who have published on your topic in Google, bepress, databases.
- Set up an alert with specific search terms (e.g. LibGuides) in databases.
- Use an RSS reader to learn when journals publish new articles.
- Read listservs, twitter feeds, group posts, etc.

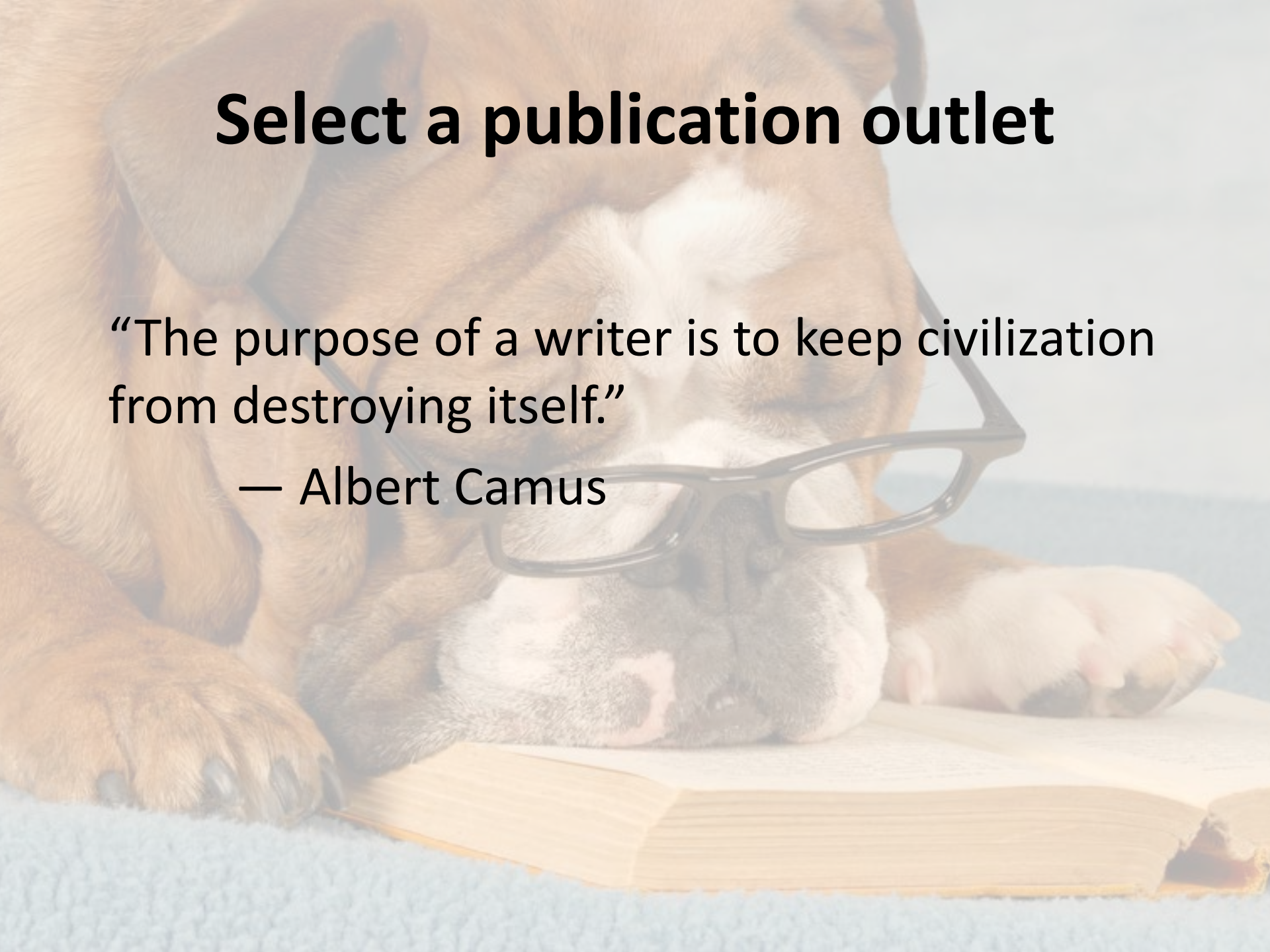
Authorship

	Challenges	Benefits
Sole Author 	High self motivation. Set own schedule. Asking for help.	Self-paced. Set own deadlines. Ownership is clear.
Two Authors 	Who is really “in charge?” Sharing the workload. Voice in the article.	Communication between two is easy. Proofread each others’ work fairly easily. Timeline may be quicker.
Three or More Authors 	At least one person HAS to take the lead. Difficult scheduling meetings. Various levels of commitment Multiple voices in early drafts.	Multiple proofreaders. Many hands to help with data collection. Broader level of knowledge on the topic.

Select a publication outlet

“The purpose of a writer is to keep civilization from destroying itself.”

— Albert Camus





“Traditional” Journal formats

- Cabell’s Directory of Publishing Opportunities
<http://www.cabells.com> (subscription-based)
- Ulrich’s Periodical Directory (subscription-based)
- In Print: Publishing Ideas for College Librarians
- LIS Publications Wiki:
http://slisapps.sjsu.edu/wikis/faculty/putnam/index.php/LIS_Publications_Wiki
- IA State LibGuide:
<http://instr.iastate.libguides.com/facultyresearch>
- Search relevant databases for titles in your discipline.

Cabell's screenshot

Cabell's Directory Search Results - Page 1 (1-8 of 8)

#	Journal Title and directories listed in	Review	No. Ext. Rev.	Acceptance Rate	Website Link	Indexed in JCR/ERIC	Open Access Time To Publication	Editor's Location Cabell's Latest Update
1.	Internet Reference Services Quarterly Educational Technology & Library Science	Double-Blind Peer	3+	70%	Yes	ERIC	n/a n/a	USA <i>Apr 23, 2013</i>
2.	Legal Reference Services Quarterly Educational Technology & Library Science	Blind	3+	50%	Yes		n/a n/a	USA <i>Jun 24, 2013</i>
3.	Medical Reference Services Quarterly Educational Technology & Library Science	Blind	2	65%	Yes		n/a n/a	USA <i>Jul 1, 2013</i>
4.	Music Reference Services Quarterly Educational Technology & Library Science	Double-Blind Peer	3+	50%	Yes		n/a n/a	USA <i>Jul 2, 2013</i>
5.	Reference & User Services Quarterly Educational Technology & Library Science	Double-Blind Peer	2	30%	Yes	JCR	n/a n/a	USA <i>Feb 20, 2014</i>
6.	Reference Librarian, The Educational Technology & Library Science	Blind Peer	0	50%	Yes	ERIC	n/a n/a	USA <i>Jun 12, 2013</i>
7.	Reference Reviews Educational Technology & Library Science	Editorial	3+		Yes		n/a n/a	United Kingdom <i>Jul 29, 2013</i>
8.	Reference Services Review Educational Technology & Library Science	Double-Blind Peer	2	76%	Yes		n/a n/a	USA <i>Jul 29, 2013</i>

Open Access Journal Formats



- DOAJ: *Directory of Open Access Journals* <http://www.doaj.org>
- Genamics JournalSeek <http://journalseek.net/>
- Search SHERPA/ROMEO to see what the rules are for posting your article in an IR: <http://www.sherpa.ac.uk/romeo/>
- Search for “open access journal*” and topic to find relevant journal titles.
- Look in discipline-specific repositories:
 - Digital Commons: <http://digitalcommons.bepress.com/online-journals/>
 - Open Journal Systems (select list): <https://pkpservices.sfu.ca/customers>



Write

“Start writing, no matter what. The water does not flow until the faucet is turned on.”

— Louis L'Amour

Hints for writing

- Leave your office. Go to a coffee shop.
- Go outside – take your laptop or writing pad.
- Spread out on a table – at home or “hide” at work in the stacks.
- Write in the middle of the night.
- Do something fun... lose any inhibitions.
- Don't be afraid to ask others to read your draft. Fresh eyes are always helpful.
- Write when it hits you.
- Get over “I'm wasting my time.”

Submit

“We have to continually
be jumping off cliffs and
developing our wings on
the way down.”

— Kurt Vonnegut



Just Do it!

- Submit to your first choice.
- Don't wait until the article is "perfect."
- Save your article drafts: the pre-print or post-print can often be added to your institutional repository.
- Expect to revise the article, always.
- Rejection is common, even after a re-write.
- Revise and re-submit to another journal.
- Congrats! You did it!
- Start mentoring the next generation of librarians.



Advantages of using the IR

(Institutional Repository)

- Increase the readership of your works. Google, Bing and other search engines will index your work and make it easier for scholars to find.
- Conform with open access standards of your institution.
- Manage and preserve your work for when you leave or retire from the institution.
- Create an online presence and increase citation by providing simple access for other scholars.

Edit

re-search (rē-sûrch', rē'sûrch')

Articles

 PDF **Interdisciplinary collaboration: A faculty learning community creates a comprehensive LibGuide** (with Moira Fallon, Jason Dauenhauer, Betsy Balzano, and Donald Halquist), *Library Publications and Presentations* (2010)

Purpose – Many colleges and universities require both undergraduate and graduate students to plan and...

 PDF **Cognitive Load Theory and Library Research Guides**, *Library Publications and Presentations* (2010)

Online library research guides are instructional tools that most libraries provide for their patrons. With...

 PDF **Strategic Planning: First Steps in Sharing Information Literacy Goals with Faculty Across Disciplines** (with Jane H. Tuten), *Library Publications and Presentations* (2006)

Grounded in a campus-wide strategic planning effort and funded through a campus-wide lottery-based grant, the...

Contributions to Books

 PDF **Business Students' Learning Engagement as a Function of Reading Assigned E-Textbooks** (with Susan Stites-Doe and Pat Maxwell), *Library Publications and Presentations* (2013)

In this chapter we report findings from a quantitative and qualitative pilot study of students...

Presentations

 PDF **Discover, Write, Submit: Convert your ideas into published works**, *Library Publications and Presentations* (2013)

This poster will describe the varied ways in which one librarian worked to write and...

 PDF **eTextbook Exploration: Are Students Ready to Declare Their Independence From the Printed Text?** (with Patricia E. Maxwell and Susan Stites-Doe), *Library Publications and Presentations* (2011)

A team of faculty, library, IT, and bookstore staff collaborated on a longitudinal study to...

 PDF **E-Book Readers: Exploration and Experiences** (with Patricia E. Maxwell), *Library Publications and Presentations* (2010)

This presentation for the Rochester Regional Library Council described the Drake Memorial Library's experience with...



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Co-authors
No co-authors

☐ Inviting co-author

Send invitation

Select: **All**, [None](#) Actions 1-12

Title / Author	Cited by	Year
<input type="checkbox"/> Cognitive load theory and library research guides JJ Little Internet Reference Services Quarterly 15 (1), 53-63	14	2010
<input type="checkbox"/> Strategic Planning JJ Little, JH Tuten College & Undergraduate Libraries 13 (3), 113-123	11	2006
<input type="checkbox"/> Interdisciplinary collaboration: A faculty learning community creates a comprehensive LibGuide JJ Little, M Fallon, J Dauenhauer, B Balzano, D Halquist Reference Services Review 38 (3), 431-444	8	2010
<input type="checkbox"/> E-readers, Computer Screens, or Paper: Does Reading Comprehension Change Across Media Platforms? SJ Margolin, C Driscoll, MJ Toland, JL Kegler Applied Cognitive Psychology 27 (4), 512-519	4	2013
<input type="checkbox"/> Business Students' Learning Engagement as a Function of Reading Assigned E-Textbooks S Stites-Doe, PE Maxwell, JL Kegler Cutting-edge Technologies in Higher Education 6, 239-270	3	2013
<input type="checkbox"/> Are Students Ready to Declare Their Independence from the Printed Text? An Explorative Study of the Use of E-Textbooks P Maxwell, J Little, S Stites-Doe poster session presented at ACRL, Philadelphia, PA	3	2011
<input type="checkbox"/> eTextbook Exploration: Are Students Ready to Declare Their Independence From the Printed Text? PE Maxwell, JJ Little, S Stites-Doe	1	2011
<input type="checkbox"/> Review of the book Information literacy that works: A guide to teaching by discipline and student population, by P. Ragains JL Kegler		2014
<input type="checkbox"/> Concepts for all researchers: the 21st century information landscape JL Kegler, L Dumuhosky		2014
<input type="checkbox"/> Discover New Ways to Publish and Promote YOUR scholarly works JL Kegler		2014
<input type="checkbox"/> Discover, Write, Submit: Convert your ideas into published works JL Kegler		2013
<input type="checkbox"/> E-Book Readers: Exploration and Experiences PE Maxwell, JJ Little		2010

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My Publications

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